

Cluster Area V: Secondary Transition (BT)

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goals (for reporting period July 1, 2002 through June 30, 2003):

- The percentage of students with disabilities employed or enrolled in continuing education six months post-vocational training will increase or be maintained at a high level.*
- The percentage of students with disabilities employed or enrolled in continuing education six months post-graduation will increase or be maintained at a high level.*

State Goals Established during Improvement Planning (submitted July 1, 2003)

- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities.*
- Increased incentives for administrators to promote the provision of appropriate and effective transition programming to improve post-secondary outcomes of students with disabilities.
- Districts will integrate data into secondary transition decision-making processes to improve post-secondary outcomes of students with disabilities.*
- Increased collaboration among agencies that provide services to students with disabilities to improve post-secondary outcomes of students with disabilities.
- The Department of Elementary and Secondary Education (DESE) will collaborate with Institutes of Higher Education (IHE) to develop appropriate course content for new and existing teachers to improve post-secondary outcomes of students with disabilities.
- Dissemination system available for current/new practices and information on secondary transition to improve post-secondary outcomes of students with disabilities.

*Also goal/indicator for students who are non-disabled

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

- The percentage of students with disabilities employed or enrolled in continuing education six months post-vocational training.
- The percentage of students with disabilities employed or enrolled in continuing education six months post-graduation.

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):

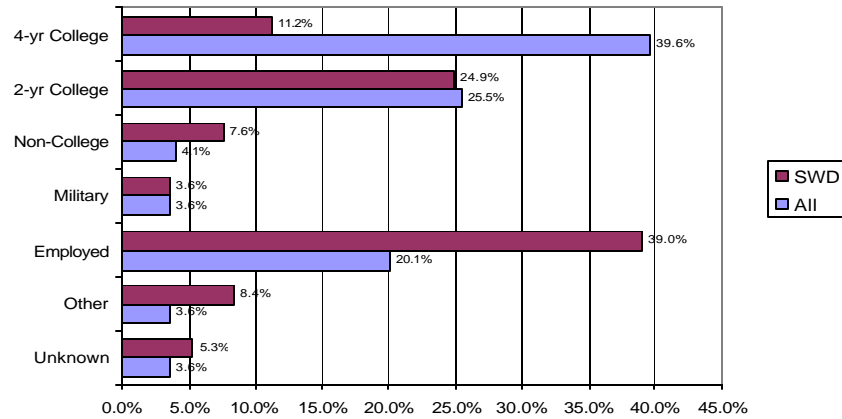
Six Month Post-Graduate Follow-Up															
Follow-Up Categories	2000 Graduates					2001 Graduates					2002 Graduates				
	Students with Disabilities		All Students		Diff	Students with Disabilities		All Students		Diff	Students with Disabilities		All Students		Diff
Continuing Education Categories	#	%	#	%	%	#	%	#	%	%	#	%	#	%	%
4 - Year College	427	11.9%	23,629	39.4%	-27.5%	479	12.2%	21,386	40.0%	-27.8%	505	11.2%	21,574	39.6%	-28.3%
2 - Year College	743	20.7%	13,856	23.1%	-2.4%	906	23.2%	13,331	24.9%	-1.8%	1,117	24.9%	13,898	25.5%	-0.6%
Non - College	255	7.1%	2,516	4.2%	2.9%	269	6.9%	2,135	4.0%	2.9%	341	7.6%	2,212	4.1%	3.5%
Total Continuing Education	1,425	39.6%	40,001	66.7%	-27.0%	1,654	42.3%	36,852	69.0%	-26.7%	1,963	43.7%	37,684	69.1%	-25.4%
Employed Categories															
Military	116	3.2%	2,267	3.8%	-0.6%	114	2.9%	1,944	3.6%	-0.7%	160	3.6%	1,974	3.6%	-0.1%
Employment	1,661	46.2%	13,257	22.1%	24.1%	1,645	42.1%	11,425	21.4%	20.7%	1,749	39.0%	10,953	20.1%	18.9%
Total Employed Categories	1,777	49.4%	15,524	25.9%	23.5%	1,759	45.0%	13,369	25.0%	19.9%	1,909	42.5%	12,927	23.7%	18.8%
Total Employed and Continuing Education	3,202	89.1%	55,525	92.6%	-3.5%	3,413	87.2%	50,221	94.0%	-6.7%	3,872	86.2%	50,611	92.8%	-6.6%
Other	393	10.9%	4,460	7.4%	3.5%	473	12.1%	3,031	5.7%	6.4%	378	8.4%	1,957	3.6%	4.8%
Unknown/Unable to Locate ¹						26	0.7%	180	0.34%	0.3%	240	5.3%	1,972	3.6%	1.7%
Total All Categories ²	3,595	100.0%	59,985	100.0%	NA	3,912	100.0%	53,432	100.0%	NA	4,490	100.0%	54,540	100.0%	NA
Total Graduates	4,451					4,880					5,285				
Percent Follow-up Reported ³		80.8%					80.2%					85.0%			
Percent Employed or Continuing Education ⁴		71.9%					69.9%					73.3%			

Source: Screen 8 of Core Data Collection System as of 02/26/04.

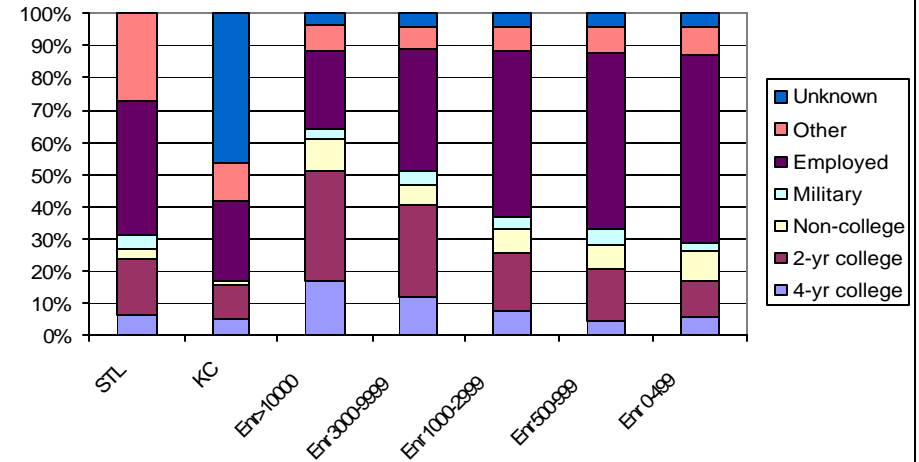
Notes:

1. Unknown/Unable to locate category was a new category for 2001 graduate follow -up.
2. Percents based on total number of graduates with follow -up reported.
3. Percents = Total of All Follow -up Categories / Total Graduates
4. Percents = Total Employed or Continuing Education / Total Graduates

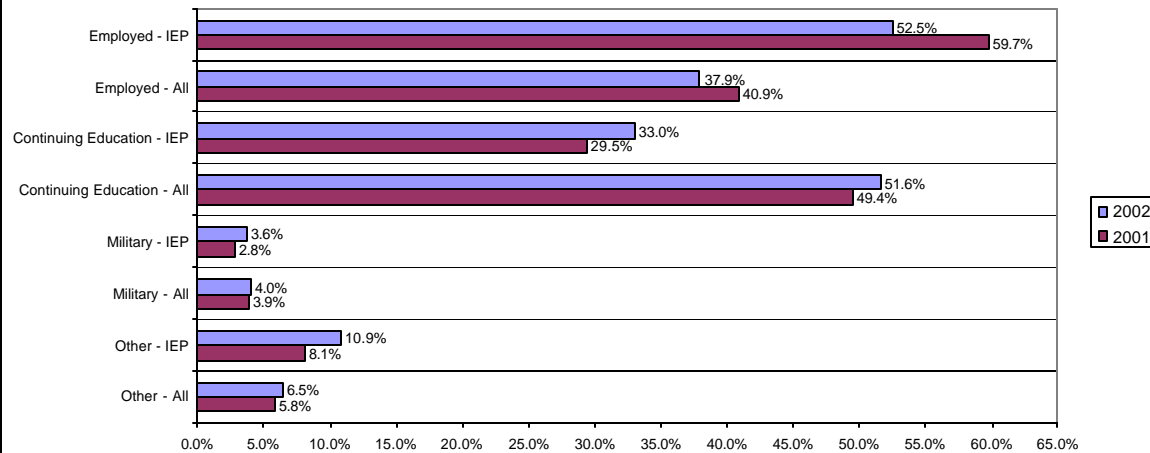
**Six Month Post-Graduate Follow-Up
Percents in Follow-Up Categories
Students with Disabilities (SWD) and All Students
2002 Graduates**



**Post-Graduation Follow-up by District Groupings
2002 Graduates - IEP Only**



**Post-Vocational Program Follow-Up - IEP and All Students
Graduation Years 2001 and 2002***



Monitoring Data:

Secondary Transition 1 -- The district identifies and makes available a variety of appropriate community work opportunities for children with disabilities.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	1	0	0			1.1%
2002-2003	71	3	3				4.2%

Secondary Transition 2 -- The percentage of students with disabilities employed or enrolled in continuing education six months post graduation will increase or be maintained at a high level.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	71	18					25.4%
2002-2003	71	25					35.2%

Secondary Transition 5 -- Children with disabilities beginning at age fourteen, have IEPs that focus on a course of study related to transition objectives.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	21	1	6	6		22.6%
2002-2003	94	38	37	1	1		40.4%

Indicator B 106700 - A statement of needed transition services on IEP beginning at age fourteen

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	90	21	4	6	6		23.3%
2002-2003	87	34	34				39.1%

Secondary Transition 5 (continued from previous page)

Indicator B 106710 -- Addresses anticipated post-secondary goals of career choices

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	14	1	5	5		15.7%
2002-2003	87	20	20				23.0%

Indicator B 106720 -- Includes the proposed courses related to the post-secondary goal(s)

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	19	3	6	6		21.3%
2002-2003	87	31	31				35.6%

Indicator Inte 307500 -- Results of interview indicate district staff DID have an overall understanding of transition services.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	37	2	0	0			5.4%
2002-2003	38	5	4	1	1		13.2%

Secondary Transition 6 -- Children age fourteen+ participate in meetings related to transition planning activities.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	90	15	1	1	1		16.7%
2002-2003	88	11	11				12.5%

Secondary Transition 7 -- Children with disabilities, beginning at age sixteen, have IEPs that coordinate instruction (including related services, community and employment experiences, adult living objectives, and linkages with other service providers of agencies as determined appropriate to meet the post-secondary goals of the student.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	15	2	4	4		16.9%
2002-2003	73	22	22				30.1%

Indicator B 106800 -- A statement of the needed transition services (age 16+)

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	82	13	2	4	4		15.9%
2002-2003	73	17	17				23.3%

Indicator B 106810 -- Addresses needed transition services in one or more areas

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	82	11	1	3	3		13.4%
2002-2003	73	13	13				17.8%

Indicator B 106820 -- Addresses a coordinated set of activities

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	82	11	1	3	3		13.4%
2002-2003	73	16	16				21.9%

Indicator B 106900 - IEP includes a statement of the interagency responsibilities or needed linkages related to transition services (age 16+)

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	78	5	2	1	1		6.4%
2002-2003	69	15	15				21.7%

Secondary Transition 9 --The district involves other agencies in transition planning.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						
2002-2003	85	2	2				2.4%

Secondary Transition 11 -- Students with disabilities have access to academic/vocational courses with appropriate supports and accommodations.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	37	31	30	1	1		83.8%
2002-2003	31	0					0.0%

Procedural Safeguards 4 -- Parents and children with disabilities are informed of the transfer of parental rights, when appropriate.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	72	13	0	2	2		18.1%
2002-2003	79	18	18				22.8%

Indicator A 103900 -- Notification of the transfer of parental rights at the age of majority.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						0.0%
2002-2003	74	1	1				1.4%

Indicator B 106600 - Child informed of the transfer of rights by the seventeenth birthday

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	72	15	0	2	2		20.8%
2002-2003	61	18	18				29.5%

Special Education and Related Services 12 -- Parents and children with disabilities are involved, when appropriate, in the IEP (including transition planning).
Indicator B 104520 – If purpose includes transition, students 14 years and up are invited

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	90	13	4	0			14.4%
2002-2003	85	16	16				18.8%

Least Restrictive Environment 1 – Regular and Special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

Indicator B 105200 – Attendance at the IEP meeting of the team participants includes representative of the public agency

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	4	1	0			4.2%
2002-2003	96	3	3				3.1%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.

Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts/agencies reviewed

Data show that the majority of students with disabilities who graduate are employed or continuing education six months post-graduation. The largest percentage is employed, but a similar percentage is continuing their education in either four-year college, two-year college or non-college programs. While the largest percentages of students with disabilities are in employment situations, the largest percentage of all students is enrolled in continuing education. Interesting differences in post-graduation activities are seen when data are disaggregated by district size. As districts decrease in size the percentage of graduates who are employed increases while the percentage of graduates who are continuing education decreases. This suggests that issues surrounding transition and post-secondary outcomes are not the same in all parts of the state, but rather that data analysis is needed at the district level to determine the root causes of poor or limited post secondary outcomes.

Post-vocational program follow-up shows similar trends as the post-graduation follow-up data. More students with disabilities tend to be employed while a larger proportion of all students are continuing their education.

Monitoring data show variability in the percent of districts out of compliance at initial review. Given the aforementioned with regard to variability by district size, further data collection for root cause analysis at the district level should allow for more conclusive determinations.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year. Targets were established in conjunction with the improvement plan which was submitted in July 2003. In order to merit a "Met" call on district performance standards for 2002-2003, the following conditions needed to be met:

- Increasing trend with a minimum percentage of graduates employed or continuing education of 75%

This standard is not considered to be a target; rather it is a minimum acceptable level

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing post-secondary outcomes for students with disabilities was selected as a priority area by the Part B Steering Committee. A committee of stakeholders met for two two-day sessions in April 2003. This committee worked through a root cause analysis and identified strategies and activities that would increase post-secondary outcomes for students with disabilities. These activities began during the 2003-2004 school year.

The following table describes professional development that is tied to secondary transition. Special education consultants at the RPDCs will be working with selected districts on analyzing data in order to determine what professional development would result in the best improvement in outcomes for students with disabilities.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Measurable Goals and Objectives	37	176	1081	Majority of participants were special education teachers
Secondary Transition Symposium	1 two-day training	157	394	In addition to LEAs, participants represented Vocational Rehabilitation, Community Rehabilitation Program (CRP)/Supported Employment Service Provider (SESP), Centers for Independent Living and Vocational-Technical programs.

4. Projected Targets (for next reporting period July 1, 2003 through June 30, 2004 and on going):

Benchmarks and Targets were established in Missouri's Improvement Plan. A specific benchmark was not identified for the 2003-2004 school year, however, progress will be assessed by determining progress towards the 2005 benchmark.

Percentage of Graduates with Disabilities who are employed or continuing education six-months post-graduation

Year	IEP Students
2005	84.6% Benchmark
2008	90.0% Target

Source: Missouri Special Education Improvement Plan, July 2003

Notes: Based on percent of total graduates

Additional benchmarks for future activities are included below.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.1.1 BF.II BT	A) Develop and implement professional development curriculum for Regional Professional Development Center consultants, regional trainers and in-district consultants on Self-Determination for students with disabilities and Differentiating Instruction for vocational educators.	3.1.1.1 Curriculum developed 3.1.1.2 Coordinated plan for training vocational teachers, Special and General Education staff 3.1.1.3 Regional, RPDC and in-district trainers identified 3.1.1.4 Teacher training sessions concluded 3.1.1.5 RPDC and Regional trainers credentialed 3.1.1.6 Training in the nine RPDC regions conducted. 3.1.1.7 Impact of training evaluated 3.1.1.8 Content expanded	<ul style="list-style-type: none"> Follow up surveys with participants indicate Self-Determination Curricula is in place. Increase number of students with disabilities in vocational schools. Appropriate goals and benchmarks included in IEPs. 	Timelines: 2003-2004 Trainers Trained 2003-2004 Initial training developed 2004-2005 Training conducted Resources: <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B SIG
3.1.2 BF.II BT	B) Collaborate with Division of Vocational and Adult Education and local school district counselors to increase awareness of agency services that can assist educators to provide appropriate programming for students with disabilities.	3.1.2.1 Meeting convened to identify agency services available 3.1.2.2 Dissemination system developed that includes a variety of medias. 3.1.2.3 Marketing system developed	<ul style="list-style-type: none"> Educators are aware of services available from Vocational and Adult Education 	Timelines: July 2005 Information disseminated Resources: <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.1.3 BP BF.II BT	C) Develop and implement professional development curriculum on student directed IEPs for educators, families and students.	3.1.3.1 Appropriate content adapted and developed 3.1.3.2 Plan developed to address content to teachers, families and students 3.1.3.3 Training delivered	<ul style="list-style-type: none"> Teachers, families, students report increased participation in IEPs. Teachers, families, students report increased satisfaction with IEPs. 	Timelines: 2004-2005 Development 2005-2006 Implementation Resources: <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
3.1.4 GS.II BP BF.II BT GS.V	D) Identify additional areas for training by using existing data	3.1.4.1 Improvement planning strategies, focus groups and family surveys reviewed. 3.1.4.2 Priority areas identified 3.1.4.3 Training delivered on identified areas	<ul style="list-style-type: none"> Trainings have been delivered based on needs identified from data 	Timelines: 2004-2005 Develop priorities 2005-2006 Develop Training 2006-2007 Implementation Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination <u>Funding Type:</u> Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.2.1 GS.II BF.II BT	A) Develop and implement a system of incentives for Local Education Agencies based on performance of students with disabilities.	Options reviewed for 1) Creating incentives such as: 3.2.1.1 District Rankings 3.2.1.2 Waivers 3.2.1.3 Distinction Lists 3.2.1.4 Process developed for implementation of system 3.2.1.5 Implementation of system with 4th cycle MSIP	<ul style="list-style-type: none"> Local Education Agencies (LEAs) have incentive available to them based on performance. 	<p>Timelines: 2003-2005 Development</p> <p>July 2005 Dissemination</p> <p>July 2006 Implementation (4th cycle MSIP)</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance</p> <p><u>Funding Type:</u> Part B</p>

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.2.2 GS.II BF.II BT	B) Develop and implement a system for targeted technical assistance for districts needing to improve transition outcome data.	3.2.2.1 Criteria developed to identify buildings 3.2.2.2 Transition performance data utilized to link districts to best practices information 3.2.2.3 Professional development activities aligned to performance goals 3.2.2.4 RPDC consultants trained to provide targeted technical assistance	<ul style="list-style-type: none"> Districts have access to technical assistance in using transition data for improving transition outcomes. Monitor results indicate no areas of non-compliance in Transition standards. 	Timelines: Development 2003-2004 2004-2005 Pilot Implemented 2005-2006 Implementation July 2007 System in place Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination <u>Funding Type:</u> Part B
3.2.3 GS.II BF.II BT	C) Collaborate with the Missouri Council of Administrators in Special Education and other administrator associations to determine the best methods to provide technical assistance and training to local school district administrators on transition.	3.2.3.1 Meeting convened to identify needs 3.2.3.2 Workgroup established to develop methods to provide technical assistance on identified needs 3.2.3.3 Methods implemented	<ul style="list-style-type: none"> Technical assistance and training available to local school district administrators on Transition 	Timelines: 2004-2005 Methods developed and implemented Resources: <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.2.4 BF.II BT	D) Disseminate research-based practices	3.2.4.1 Research-based practices for transition identified 3.2.4.2 Research-based practices tied to performance indicators 3.2.4.3 Information on research-based practices available on Department of Elementary and Secondary Education website 3.2.4.4 Links established to other agencies on research-based practices, as appropriate	<ul style="list-style-type: none"> Local school district administrators have access to a web-based information database covering a variety of research-based practices. 	Timelines: 2004-2005 Dissemination Implemented Resources: <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
3.3.1 GS.II BF.II BT	A) Collaborate with Great Lakes Area Regional Resource Center (GLARRC) to develop and implement a packet for Local Education Agencies (LEA) on conducting and using student focus groups information for program planning.	3.3.1.1 Meeting convened with GLARRC to determine information to use 3.3.1.2 LEA packet developed 3.3.1.3 Action plan developed to implement use of packet with 4th cycle MSIP and special education monitoring.	<ul style="list-style-type: none"> LEAs demonstrate that they can conduct and use focus group information for program planning. 	Timelines: 2003-2004 Development 2004-2005 Pilot Implementation 2005-2006 4th Cycle MSIP Resources: <u>Section Responsibility:</u> Effective Practices Compliance <u>Funding Type:</u> Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.3.2 GS.II BF.II BT GS.V	B) Collaborate with the Missouri School Improvement Program to disaggregate data for students on graduation, dropout, and follow-up data into the Missouri School Improvement Process.	3.3.2.1 Participation in statewide 4th cycle committee and recommendations provided for 4th cycle changes. 3.3.2.2 Special Education monitoring aligned with changes to 4th cycle MSIP and NCLB 3.3.2.3 Revised system Implemented	<ul style="list-style-type: none"> Disaggregated data included in Missouri School Improvement Process 	Timelines: 2003-2004 Development 2004-2005 4th Cycle MSIP 2006-2007 Implementation Resources: <u>Section Responsibility:</u> Data Coordination Compliance Effective Practices <u>Funding Type:</u> Part B
3.3.3 GS.II BF.II BT GS.V	C) Collaborate with other state agencies in developing and implementing a system for sharing data for the purposes of planning for appropriate educational services for students with disabilities.	3.3.3.1 Agencies who provide services to students with disabilities identified 3.3.3.2 Meeting convened with identified agencies to determine what data is collected by each 3.3.3.3 Methods established to share data between agencies	<ul style="list-style-type: none"> A uniform system for sharing data between agencies to plan for services for students with disabilities. 	Timelines: 2003-2004 Identification 2003-2004 Meeting 2005-2006 Establishment of system Resources: <u>Section Responsibility:</u> Data Coordination Effective Practices <u>Funding Type:</u> Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.3.4 GS.II BF.II BT GS.V	D) Collaborate with Local Education Agencies (LEAs) and Missouri School Improvement Plan (MSIP) on the incorporation of the use of dropout data for students with disabilities.	<p>3.3.4.1 Collaboration with MSIP on ways LEAs can use dropout data</p> <p>3.3.4.2 Assistance provided to LEAs in developing a plan to use dropout data</p> <p>3.3.4.3 Checked with LEAs to determine how data is being incorporated in their decision-making process</p> <p>3.3.4.4 Incorporated use of information with Special Education monitoring for 4th Cycle MSIP.</p>	<ul style="list-style-type: none"> LEAs incorporate the use of dropout data for students with disabilities. 	<p>Timelines: 2006-2007 Information incorporated into 4th Cycle MSIP</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance</p> <p><u>Funding Type:</u> Part B</p>
3.3.5 BF.II BT BF.I GS.V	<p>E) Develop and implement training opportunities for general and special education teachers on data-based decision-making. Data sources may include:</p> <ul style="list-style-type: none"> Follow up survey on Graduates Survey employers dropout analysis 	<p>3.3.5.1 All training opportunities available to teachers identified</p> <p>3.3.5.2 Training opportunities marketed</p> <p>3.3.5.3 Training conducted</p> <p>3.3.5.4 Follow-up conducted</p> <p>3.3.5.5 Content developed if appropriate</p>	<ul style="list-style-type: none"> Training opportunities are provided on data-based decision-making. 	<p>Timelines: 2004-2005 Development</p> <p>2005-2006 Implementation</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination</p> <p><u>Funding Type:</u> Part B</p>

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.4.1 GS.II BP BF.II BT	A) Provide consistent information regarding transition service delivery options regardless of agency philosophy.	Stakeholders identified from: 3.4.1.1 Vocational and Adult Special Education 3.4.1.2 Supported Employment Provider 3.4.1.3 Sheltered Workshops 3.4.1.4 Vocational Rehabilitation 3.4.1.5 Rehabilitation Services for the Blind 3.4.1.6 Local Education Agencies 3.4.1.7 Families 3.4.1.8 Centers for Independent Living 3.4.1.9 Barriers identified 3.4.1.10 Plan developed and implemented	<ul style="list-style-type: none"> Consistency is reflected in information provided to agencies delivering transition services 	Timelines: 2004-2005 Begin 2006-2007 Implemented Resources: <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
3.4.2 GS.II BF.II BT	B) Collaboration between Department of Elementary and Secondary Education and Missouri Statewide Independent Living Council to include in the State Independent Living Council's state plan statewide activities for transition services for students with disabilities.	3.4.2.1 Meeting with statewide State Independent Living Centers to discuss common issues. 3.4.2.2 Meeting conducted with statewide Independent Living Centers, statewide Independent Living Council and districts of Special Education to show results of Independent Living Center grants. 3.4.2.3 Collaborative plan developed between Local Education Agencies and Independent Living Centers 3.4.2.4 State Independent Living Center reviews/revises their state plan to include similar services for LEAs to access. 3.4.2.5 Collaborative plan between LEAs and Centers for Independent Living regarding technical assistance, appropriate services and peer counseling developed and implemented.	<ul style="list-style-type: none"> Plan implemented Centers for Independent Living and schools involved at local levels 	Timelines: 2003-2004 Planning 2004-2005 Statewide plan developed 2005-2006 District Implementation Resources: <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.4.3 GS.II BF.II BT	C) Collaborate with DESE Divisions and urban educators to identify issues specific to larger geographical areas that may serve as a barrier to the educational success of students with disabilities.	<p>3.4.3.1 Teacher and Urban Education Plan adopted by the State Board of Education.</p> <p>3.4.3.2 Collaborative implementation plan developed with Teacher Certification and Urban Education.</p> <p>3.4.3.3 Technical Assistance and training plan developed with St. Louis City and Kansas City to address dropout issues.</p>	<ul style="list-style-type: none"> Increased graduation and decreased dropout rates for Kansas City and St. Louis City schools. 	<p>Timelines: 2004-2005 Begin</p> <p>2005-2006 Implementation</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices</p> <p><u>Funding Type:</u> Part B</p>
3.4.4 BF.II BT	D) Collaborate with the University of Kansas Transition Coalition to create a web-based multi-state system to provide technical assistance and training in the area of transition.	<p>3.4.4.1 Meeting convened to determine what is needed to set system up.</p> <p>3.4.4.2 Web-based system developed in participating states</p> <p>3.4.4.3 Web-based system implemented</p>	<ul style="list-style-type: none"> Web-based, multi-state system is in place for educational professionals in the area of transition 	<p>Timelines: 2003-2004 Begin</p> <p>2004-2005 Implementation</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination</p> <p><u>Funding Type:</u> Part B SLIVER</p>

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.4.5 GS.II BF.II BT	E) Collaborate with Vocational Rehabilitation Co-op Programs and other DESE Divisions to establish a usable system of vocational placement and program participation data to enable district to make data-based transition programming decisions.	3.4.5.1 Other DESE divisions to be involved identified 3.4.5.2 Meeting convened to determine what is needed to modify existing system 3.4.5.3 System developed 3.4.5.4 System implemented	<ul style="list-style-type: none"> Usable vocational placement and program participation data is available to districts 	Timelines: 2003-2004 Begin 2004-2005 Implement Resources: <u>Section Responsibility:</u> Data Coordination <u>Funding Type:</u> Part B
3.5.1 BF.II BT	A) Conduct a session with Institutions of Higher Education (IHE) to train on identified curricula.	3.5.1.1 Participating Institutions of Higher Education identified 3.5.1.2 Meeting convened 3.5.1.3 Curricula aligned with MOSTEP competencies, if needed 3.5.1.4 Training sessions conducted with participating IHEs 3.5.1.5 System developed for including identified curricula into IHE coursework	<ul style="list-style-type: none"> IHEs integrate identified curricula into courses for new and existing teachers 	Timelines: 2003-2004 Meetings 2004-2005 Develop plan 2005-2006 Begin integration Resources: <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B SIG

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.5.2 GS.II BF.II BT	B) Collaborate with the Division of Vocational and Adult Education to develop strategies to embed information on students with disabilities in vocational and adult and counseling coursework.	3.5.2.1 Meeting convened with Vocational and Adult Education representatives 3.5.2.2 Work group convened to develop strategies and timelines 3.5.2.3 Appropriate areas in existing coursework identified to embed strategies 3.5.2.4 Coursework provided with newly embedded strategies	<ul style="list-style-type: none"> Vocational and Adult counseling coursework includes information on students with disabilities 	Timelines: 2004-2005 Develop and plan timelines Resources: <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
3.5.3 GS.II BF.II BT	C) Develop a plan with the Statewide Independent Living Centers to provide information regarding students with disabilities to general education classes.	3.5.3.1 Meeting convened with Independent Living Centers to develop a scope of work 3.5.3.2 List of information that should be shared developed 3.5.3.3 Plan developed 3.5.3.4 Information sharing system implemented	<ul style="list-style-type: none"> Statewide Independent Living Centers provide information to Institutions of Higher Education for integration into general education classes 	Timelines: 2003-2004 Meeting 2004-2005 Development 2005-2006 Implementation Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination <u>Funding Type:</u> Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.5.4 BF.II BT	D) Incorporate University of Kansas Transition Coalition online course offerings in pool of curricula opportunities.	<p>3.5.4.1 Meeting initiated with Kansas University to determine requirements for participation in coalition</p> <p>3.5.4.2 Curricula identified to be used in on-line offerings</p> <p>3.5.4.3 Curricula converted into on-line course offerings</p> <p>3.5.4.4 Field test of on-line curricula conducted</p> <p>3.5.4.5 Collaboration with Kansas University to set up comprehensive on-line professional development system.</p>	<ul style="list-style-type: none"> Kansas University Transition Coalition on-line courses available to new and existing teachers for professional development through Department of Elementary and Secondary Education website. 	<p>Timelines: 2003-2004 Meeting</p> <p>2003-2004 Development</p> <p>2004-2005 Implementation</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination</p> <p><u>Funding Type:</u> Part B SLIVER</p>
3.6.1 BP BF.II BT	A) Expand Department of Elementary and Secondary Education Division of Special Education's website on Transition Resources.	<p>3.6.1.1 Data reviewed to identify need areas for expansion</p> <p>3.6.1.2 Research-based practices identified</p> <p>3.6.1.3 Content organized to correspond with performance indicators</p> <p>3.6.1.4 Family resources identified to correspond with performance indicators</p> <p>3.6.1.5 Survey developed and implemented</p>	<ul style="list-style-type: none"> Redesign of site developed and implemented Web hits Survey results indicate access and usefulness of information 	<p>Timelines: July 2005 Site revision developed and implemented</p> <p>July 2006 Survey results reviewed</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination</p> <p><u>Funding Type:</u> Part B SLIVER</p>

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.6.2 BF.II BT	B) Collaborate with DESE, Divisions of Vocational Rehabilitation and Vocational and Adult Education to develop linked web resources for students with disabilities.	<p>3.6.2.1 Joint plan developed to link information with Department of Elementary and Secondary Education Division of Vocational and Adult Special Education, Vocational Rehabilitation and Independent Living Centers</p> <p>3.6.2.2 Joint plan to link transition web with family organizations</p> <p>3.6.2.3 Joint plan to expand linkages with other adult service agencies</p> <p>3.6.2.4 Survey developed and conducted</p>	<ul style="list-style-type: none"> Linked web resources between the divisions have been developed and area active and up to date. Redesign site that can be linked from Vocational Rehabilitation, Vocational and Adult Special Education Web hits Survey results indicate access and usefulness of information 	<p>Timelines: July 2005 Begin</p> <p>July 2006 Survey results reviewed</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices</p> <p><u>Funding Type:</u> Part B</p>

Annual Performance Report	
*Number of goals/indicators consistent with those for students who are nondisabled	15
Total number of goals/indicators for student who are disabled	24
Percent of goals/indicators consistent with those for students who are nondisabled	62.5%